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CAMPING MAGAZINE



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- A Summary Study of Counselor Training
. Walter L. Stone
- The History of Organized Camping H. W. Gibson

Book Reviews



VOLUME VIII

NUMBER 3

OFFICIAL JOURNAL OF THE
AMERICAN CAMPING ASSOCIATION, INC.

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The Camping Magazine

Bernard S. Mason, Ph.D., Editor

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Courtesy, Cincinnati Y. M. C. A.

A Vision

I live but one life and may live that all too poorly but I have a vision of a better life that someone coming after me may live. I spend my time, my thought, my money, my very self, in imparting that vision to a few young boys. They see it! They live it! And my life, weak and faulty, is reincarnated in theirs, stronger, finer, greater than I ever dared to be.

Is it worth while?

—*Eugene C. Foster.*

Character Building in Camp

By

NEAL DROUGHT, M. A.

IN recent years there has been a growing emphasis upon socializing the child. When the child is young, this is accomplished through nursery schools. Primary and high schools might be thought to care adequately for the child's social needs, but the educational system is for the most part too formalized and interested in imparting knowledge to give appropriate attention to the social and emotional needs of the child or to foster self-sufficiency—a primary requisite of adulthood. In addition to this primary emphasis on knowledge, the schools are, with few exceptions, handicapped by lack of adequate personnel to give attention to non-academic needs.

The summer camp, therefore, has a real and vital function, and its success can be measured not by the size of the enrollment, not by a decrease in the number of camp rules disobeyed, nor yet by the scarcity of internal conflicts; these are only contributing factors in a larger, broader criterion: a camp may be called successful when and only when each individual camper has developed in a manner profitable to and desirable for him, and each individual staff member has conscientiously tried to adapt his guidance to the child rather than adapting the child to stereotyped and superficial conventionalities of his field.

If this is to be achieved it is necessary that each leader be instilled with a "broader view." We are all familiar with the handcraft director who is painfully intent upon ejecting works of art from mentally immature children who are totally oblivious to the lack of symmetry of their pewter ash trays reverently dedicated to their beloved daddies. As well we know the ununderstanding camp counselor of dictatorial mien who is so afraid of himself that he dares not unbend to the extent of seeing the child's point of view, or again the omnipotent dining room overseer who has a neurotic fit because some unfortunate child, for a good and un-

asked-for reason, arrived three minutes late for table-setting.

In all these cases—repeated a thousandfold each camp season—counselors are too prone to overlook their opportunities for shaping healthful attitudes and personalities.

There are at least four major reasons why the summer camp offers an unusual opportunity for aiding personality development in a socially desirable and individually beneficial fashion. First, each child is placed among other children of the same general age range. This is probably most beneficial to children who have been brought up mostly with older people and who have had no opportunity for playing with companions of their own age. Second, the children are in a new environment free from home influences. Most counselors have met over-indulgent parents who insist upon special care for their infants. Such children, free from parental care, more often than not readily assume a heartening self-sufficiency. Third, the children are gathered in rural surroundings. The importance of this lies mostly in the freedom from ready-made toys and amusements, where communal entertainment depends upon each child's contribution free from influences stifling spontaneity. Fourth, the counselors are dealing with adolescent or pre-adolescent minds. It is an age range during which one can lend a certain amount of direction toward an appreciation of fuller values in life, such as appreciation of nature and satisfaction in individually planned and executed activities.

With these four major advantages, the counselor has an amazing opportunity to further his aim: that of aiding the child toward a personality integration—an ability to face reality with an easy adaptability to new situations with the whole personality pulling together. Integration is a condition in which there is no tendency to regress (to assume

characteristics of younger and more pleasant days), to blame others, to form extreme hates, to be cruel, or to be introverted to an extreme degree. In short, it is a condition in which ideals are adjusted to reality.

The problem of the camp counselor is, then, to aid the child in forming an integrated personality. Following are some of the more important means by which this may be accomplished:

First, of course, is the necessity for a complete integration of camp. If the members of the staff become lost in their own fields of activity they tend to pull certain children with them and to cast others out. For example, the dramatics counselor may usurp more of the youthful actress' time than is desirable. The result is a loss of any objectivity. The child becomes one-sided; he achieves no sense of cooperation or individual responsibility; he fails to gain any respect for group authority or to realize that at times it is best to sacrifice one's own desires for the mutual good. With a well-integrated camp, activities should be so balanced that each receives appropriate emphasis. The child should be subjected to an atmosphere of cooperation as opposed to a cauldron of petty antagonisms and hates. The camp staff which fosters or ill-conceals internal conflicts helps the child not at all.

The members of a staff should understand the source of and should attempt to combat the formation of extreme "crushes." There are perhaps three main causes for these attachments. The child may be substituting the counselor for the parent, and thus reading all his parent-ideals into the counselor. In this case (for which the counselor may be responsible), the counselor should maintain respect and a certain amount of distance and should beware of favoritisms for the more likeable children. (This is equally bad for the favored and for the neglected.) Second, the child may be in the normal process of breaking from the home, in which case he forms close companionships with persons of his own sex and age. Any abnormally close associations may usually be broken by drawing the child into group activities demanding a fair share of his time. Third, some children may use crushes as an outlet for pent-up emotionality. In this sense, too, the emotionality should be directed toward and

taken up by interesting talks. It is well to add that these statements may be applicable to counselors as well. Any abnormally close associations are immediately detected by children and they in turn react toward the clique.

The counselor should, in addition, be prepared to aid the child in the process of weaning from home. It is a hard but true fact that many children get along in spite of, not because of, home training. There is a period in each child's life during which it is normal for him to desire and find interests outside of the home. Unfortunately many parents have produced not a healthy growing child, but a fettered egocentric. Some parents seem to be endowed with an unfortunate ability to over-stimulate, over-care-for or restrain a child's normal development. We all know the doting parents who prod their play-loving Junior into doing extra-necessary school work so he may skip ahead of his class, or the neurotic mother who convinces George that he is too frail to do anything for himself. We know as well those *nouveau riche* social climbers who live in continual fear of their scions being contaminated by the happy and healthy-minded rabble up the block. In any of these cases the result is a child whose sole interest is himself and whose sole prop is the parent. The procedure is obvious: develop a sense of self-reliance by giving the child a certain amount of responsibility and lead him into group activities where cooperation is imperative. It is interesting to note that the child who is given no responsibility at home tends to flit between activities at a camp. He wants to do a little of everything and finishes nothing. In such cases an agreement should be made with the child that he will finish each piece of work he starts.

Each camp season brings a few children who are away from home for the first time. In view of the fact that the first few days are usually the crucial ones for cases of homesickness, those days should be crowded with new things—not involving too much exertion, but merely activities to take up the child's time and interest. At all costs a child should not be ridiculed when homesick. A small amount of well-directed sympathy will usually see the night through. Things are always better in the morning.

A fourth aid to the child has been implied

in the foregoing. Help him in the art of self-discovery. Show him new things and new activities which give rise to new interests. Camp age is the right age to turn the child's attention to things outside himself. Nature, trailing, cooking, star-gazing, handcraft, photography, all open new fields to the child and he needs them.

A word of caution, however, is apropos concerning the tasks given to children. In the first place a child should be allowed to a large extent to choose his own activities in a rich natural environment free from commercial toys. The choice should be limited to the child's ability. None should be allowed to tackle a job for which he is not fitted from the point of view of ability or maturation. This precaution will tend to prevent mis-fits. It is equally important to point out that each task is as important as any other. If a child is not assured that what he is doing will accomplish something, he will relapse into a state of hopeless fear and camp has been a detriment, not a profit. A program of activities should be designed and managed to bring out the shy inferior child and to check the excessively dominant egocentric. The latter type is likely to gather a few cohorts and proceed with great pains to point out, to the discomfiture of the sensitive victim, that the latter is certainly making an unhappy job of a carved letter opener or that no one builds fires as poorly as he. A bit of individual guidance is not amiss here—for both parties.

It is obvious of course that the normal children should be protected from those nearly pathological such as the morbidly depressed or the extremely excitable. Here again, however, we meet the old problem of trying to undo ten-odd years of bad home training in a few short weeks.

There are usually a few children in whose case diet is a problem. A careful distinction must be drawn here; the difference between the child with a definite food intolerance on the one hand, and on the other the child who refuses food to attract attention. Perhaps the most frequent intolerance occurring at camp is for onions. A child with a specific intolerance will accept other foods, the emotional child refuses a large variety of food, and often does

so in a manner designed to attract attention. The first instance is provided for by a varied diet. If the problem is of the second type, the child's refusal should, of course, be ignored and he should be allowed to go without food while the spell lasts. One day out of doors will produce hunger for anything and missing one meal will injure none. This is another sample of the evils of excessive coddling at home.

Another home factor to be considered is companionship. A child may be in the habit of being alone or only with older people, and thus camp life becomes an abrupt change which may require special care and guidance. More important perhaps is the problem of the child who is a star among his companions at home and who finds competition a bit tougher among a larger group. This situation is often indicated by a tendency on the part of the camper to "give up" or to indulge in pranks and misdemeanors as a means of attracting attention. Obviously individual guidance is desirable for cases of this sort.

The problem of fears is ever a moot one among counselors. The method of treatment is clear; first assure the child that he is not alone in his fears and that many others have as many or more. This gives a feeling of social security. Second, point out that most things won't hurt anyway, and third, make the child give attention to and analyze the fear. Often such procedure makes the fear evaporate into thin air. A more extended treatment is necessary for the fear which has strong emotional concomitants. In such a case it might be well to consult a psychiatrist or mental hygienist toward whom, fortunately, the public attitude is becoming much less distrustful. Above all, in any case of fear, do not use ridicule.

In the process of group activity and play—which, by the way, is an excellent preventative for emotional outbursts—a child is likely to come into contact with new ideas and ways of thinking. In order that this does not result in severe mental conflict, the counselor should seize upon any opportunity for making the child feel he is gaining, not losing, when he changes a belief. Thought and the evaluation of new ideas should be encouraged.

The counselor can best help the child when
(Continued on Page 31)

Trends in Municipal Camping

By

R. W. ROBERTSON

Superintendent, Recreation Department
Oakland, California

MUNICIPALITIES are primarily in the business of selling service to their citizens. This they may do in hundreds of different ways—the building of roads, of streets and sewers, the loaning of books, the providing of museums and art galleries, of parks and playgrounds—and this does not begin to list the services that every modern community is expected to provide to its citizens. To the many activities of a recreation department have been added the vacation camps, an

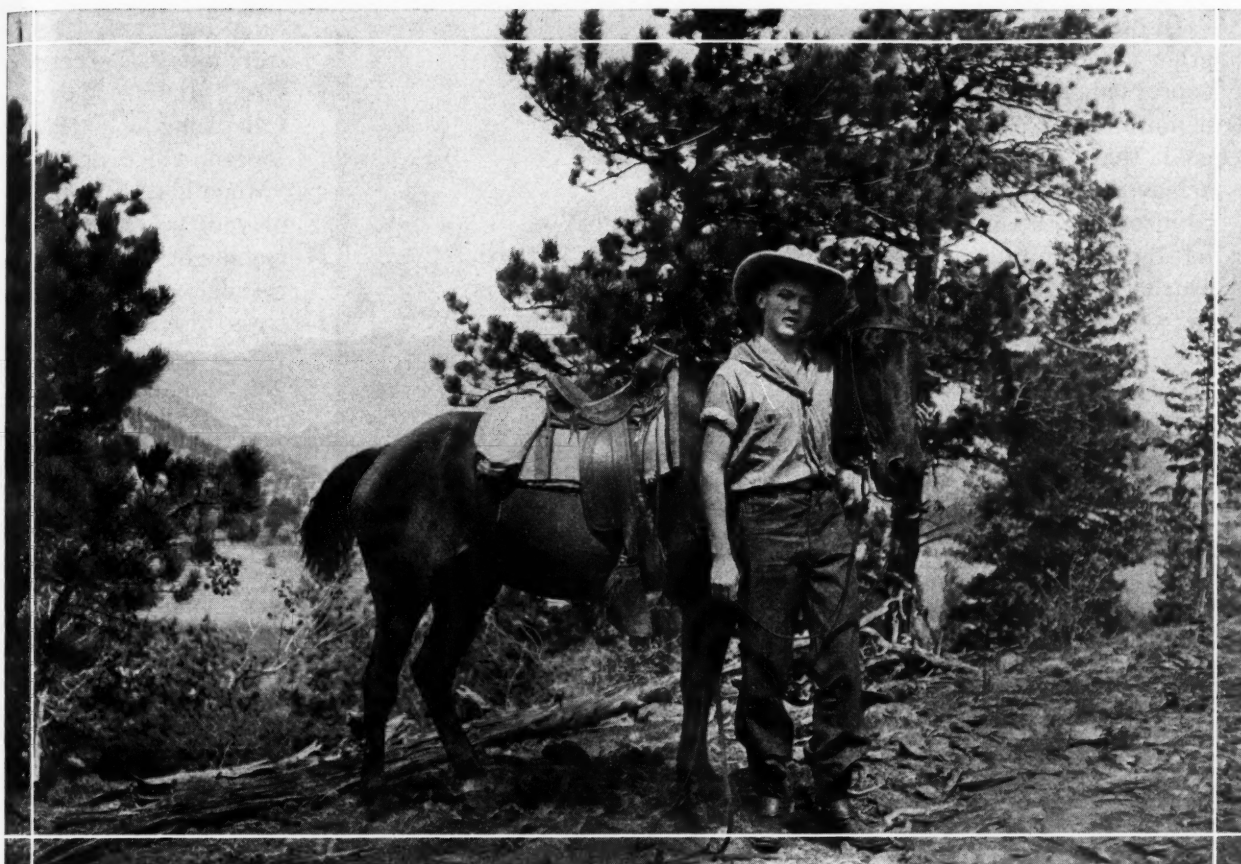
outgrowth of selling service to those groups who enjoy camp life in the open spaces of the forests and mountains, the seashore, the lakes and deserts.

In Oakland, California, this vacation camp movement started in 1915 when the city chose the site for its first mountain camp, 150 miles distant in the Sierra Nevada Mountains, at an elevation of 2,800 feet. The United States Forest Service cooperated by providing the land, rent free, so long as we observe their rules and regulations. This marked the beginning of a project which has steadily grown and extended to the acquisition of other sites for camping purposes.

In these twenty years of municipally operated camping we have learned many things and have seen many interesting developments. The trend has been toward a gradual change in the social, economic, and educational viewpoints. The depression has probably accounted for some of this change in public opinion, but we like to think of it also as being a gradual process of educating our people to the opportunities and services that our city has to offer them. The aim of the service, that of providing the necessary facilities for experiencing the good camp living, we hope is being appreciated. There is now a feeling of mutual responsibility for

Courtesy, American Forests





Courtesy, Cheley-Colorado Camps

maintaining the high standards of living in close communion with one's neighbors in the open spaces.

Oakland provides mountain vacation camps for family groups and for boys and girls in supervised groups. The supervised camps are located adjacent to the family camps, but their staff and program are entirely separated insofar as activity is concerned. They use the same dining lodges and their food is prepared in the same kitchens, but otherwise they function as two separate camps. In all of the camps it is the aim of the Recreation Department to adapt them to the needs of those using them. Certain definite equipment has been adopted. For shelter, a twelve- by sixteen-foot tent is used, fitted over a wooden platform with a frame. Individual iron cots with springs and good mattresses are provided. Comfort is most desirable, yet there is the feeling of being in the open, with tent flaps tied back, or even sleeping outside under the stars, beside a sparkling mountain stream. One of the joys of camp

life is that of living simply amid natural surroundings.

In our family camps we encourage the father and mother to bring their children. We want them to spend their vacation together. We want them to carry away the memory of the good times they have had together in camp. They make the same social contacts and tend to weld the family group more closely together. Camping unites people from different walks of life in a friendship which often lasts beyond the camp season.

The fact that nearly all of those family groups are people who make their homes in Oakland, gives them a bond of interest. The fact that this camp and its facilities belong to all citizens of Oakland creates a feeling of ownership that cannot be obtained in a private camp. The guest takes pride in keeping the camp in a clean, sanitary condition. The whole philosophy of living receives a certain democracy that is a very definite trend in our municipal camping of today.

Insofar as our program of activities is concerned, it has no definite and fixed goal that must be achieved each day. Man craves the out-of-door activities. During his vacation he should be given the opportunity to satisfy the desire for ever widening horizons, gained through personally experiencing nature. There should be places set aside for posterity, where the most rugged picturesque spots are left unspoiled. There should be staff members trained to guide and direct those interested in nature lore. The staff should be able to make such leisure time pursuits interesting; be it the study of stars, rocks, birds, wild flowers, insects or animals. There is sport awaiting the fisherman, the horseback rider, and the hiker. The virgin forest is there for those who wish to observe deer grazing or drinking from mountain streams. There are inactive games provided for those who enjoy the more passive forms of recreation, such as cards, checkers, and horseshoes. There are courts for basketball, volleyball and badminton, and a baseball diamond for those interested in more strenuous athletic activity. There are natural swimming and wading pools, with life guards on duty during the swimming hours. Through the cooperation of the public libraries, books are provided for those interested in reading.

The camp-fire programs of music, dramatics, stunt nights, and entertainments are always looked forward to as the final event of a complete day. A camp-fire leader, trained to search for the talents of the group, is included on the staff, and most interesting entertainments are given by the groups, momentarily welded together by the warmth of good fellowship, the



Courtesy, Outdoors

camp-fire and the stars above. To hear the "Indian Love Call" sung by a clear soprano voice, or the "Moonlight Sonata" played with real moonlight shining through the lofty trees, is something we do not soon forget. Finally we sit around the dying embers with murmurs of conversation here and there that seem to flow easily in such groups, mingling with the sounds of the night. Thus with peace and contentment closes a perfect day.

Health and sanitation problems are always most important where groups congregate. Either a doctor or a registered nurse is kept on duty in camp at all hours to give first-aid and to diagnose any illness which may occur. The milk and water supplies are checked regularly by the City Health Department. The fruits, vegetables, and meats are purchased in the vicinity to insure freshness. The camp cooks create a happy atmosphere when they are expert at preparing a well-balanced diet of wholesome food. In the invigorating mountain air mealtimes are always high spots of the day. The camp manager and the camp hostess have a real service to render in guiding the social life of this group of people so that every guest has a chance to contribute his talents to the program of the day.

In the organized camps, boys and girls are receiving unique experience in vacation camp life. The child is separated from his parents and placed under the guidance of a trained staff of counselors. The children learn to face new environments and to make adjustments. Some of them get homesick but in most cases they soon become enthusiastic members of the group with the opportunity to learn more of the

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Driving Safety==

A Challenge to Camp Directors

By

A. E. MAC NEILL

Camp Lanakila, The Aloha Camp for Boys
Fairlee, Vermont

THE highway safety propaganda of the last year, be it good or bad, effective or damaging, has unquestionably brought the subject into the thoughts of the public. The approaching camp season will indubitably mark the beginning of a new kind of camp safety program. Just as the water-front safety campaigns of many years ago had their effect on the management of the corresponding camp activities, so will this new campaign for safety force many a camp director to give more time to the selection of his driving personnel and his methods of transportation.

In the past, drivers have been mainly of two types. The one is the young, probably inexperienced, but skillful driver, recruited in a matter-of-fact way from preparatory school or college. He is paid on the same basis as a junior counselor, and the privilege of driving at this age is intended to make up for the salary deficiency. His driving judgment is ascertained by the rough and ready method of asking for references from people who probably know less about driving than he does, and who describe him as "a nice young fellow." His capacity to accept responsibility is generally interpreted by the camp director on the basis of his general make-up and little else.

The other type of driver is an older person of matured judgment, secure in his good driving because of an irreproachable accident record, and therefore, in the eyes of some directors, the most desirable driver. He is usually satisfied with his driving and is prone to meet all criticisms by citing his lack of accidents. He is unable to react as quickly to emergencies, and his vision is not as serviceable as his younger prototype; yet his driving is beyond reproach until something extremely unusual confronts him. He is often involved in accidents in which other drivers are legally at fault,

but which more skill on his part would have averted.

It will be recognized that these two classes are the largest, although there are other smaller groups. Occasionally one finds, often quite by accident, a driver who is ideally suited to his charge. This driver meets with approval only in the most discerning minds. His attempts to teach safety in respect to motoring are generally regarded as manifestations of phobias; and his attitude toward driving is interpreted by his confreres as the result of a haunting pessimism.

This carefree attitude of the past will have to be corrected in the coming season. For, be it asked or not, parents will consider this question as they review the advantages offered by your camp. Will they find that swimming, boating, woodcraft, nature-study, food preparation and nursing are conducted with the camper's safety always in mind, yet that a misfit drives your camp truck, and perhaps that your truck is better described as four wheels and a motor? Oddly enough, in this quite neglected question, the argument that capable campers are not prone to have accidents does not hold, yet this is the real safeguard in most other camp activities. If your driver neglects his job for a single moment in a critical situation, you may lose up to twenty or more of your campers' lives, *and they will not have had any personal opportunity for self-preservation*. The more fatuous are prone to argue that such an accident would be a rare occurrence. Be it rare or not, it could only happen once in any given camp, be assured of that. Other camp activities are approximately as hazardous or innocuous as they have always been, but highway travel is rapidly becoming more and more unsafe. It would be far better for the camp movement to recognize changing

conditions first than to have the matter brought into prominence by a series of essentially avoidable accidents.

Consider the consequences of a single loss of life during swimming, and the matter may appear in a different light. In this sport a multiplicity of lifeguards may be assigned, and the factor of safety can be improved by training these lifeguards in all types of resuscitation and in the recognizance of dangerous situations before they become operative. No such procedure can work with your transportation. Two persons cannot drive your truck. One single driver with all his unavoidable human frailties holds the lives of your campers in the palm of his hand whenever he takes them on a trip. Why not, therefore, at least assure yourself that your driver is eminently fitted for his most responsible position? It is, of course, axiomatic that the best driver is not capable of safely driving a vehicle which is out of line, has poor brakes, a knock-kneed steering system, and a medley of assorted burlap flapping about on the wheels. To obtain and hold a really expert driver will require an extensive revision of the accepted wage scale for counselors. If he were the highest paid member of your staff, he would be worth it, provided that he is able to lift the load of worry which is incident to the trips which your campers make.

But how are you to select a driver who will do credit to your camp? Regretably, you will find a paucity of material which can reach the standards indicated for camp driving. The important part which safe driving will come to play, as safety campaigns become more insistent, will aid in the training of drivers, however; and in the coming years camp directors will find themselves looking more and more to their driver as occupying at once a most responsible and exacting position in their camp staff.

There are no very accurate aptitude tests for drivers. You will not be able to select your new driver by any simple test. A drive with him may convince you of his skill; but what changes will take place in this driver of yours when he has driven a crowd of ten-year-olds a hundred miles? Will he maintain at all times the concentration which he shows when you are with him? How are you going to create emergencies which are real enough to test his

adaptability and resourcefulness? What will be the result of glare, fatigue, and emotional stress on his performance? These most elementary considerations should illustrate the difficulties of choosing a driver who, in the last analysis, will be judged by his performance as a factor in the maintenance of the camper's life and health.

Yet much can be gained by other methods of testing, once you are satisfied that a prospective driver has an advanced endowment of driving skill, as shown by his examination on the road. First, and most important, is he physically fit? It is just as essential to know that your driver is physically sound as it is to know that your cook does not carry typhoid bacilli. An eye examination with special emphasis on the possession of normal visual fields and of adequate stereoscopic appreciation is almost a *sine qua non*. Faulty distance estimation on a mountain road may be a strong factor in the natural selection of the *homo chauffeuris*, but you do not want your campers involved in such a process.

Does he have an adequate knowledge of the physics of the modern automobile, and is he aware of the accepted methods of meeting the following emergencies: complete brake failure, partial brake failure, unavoidable collision, skidding, sudden tire deflation, loss of a wheel, sliding off shoulder, and the ordinary remediable motor failures?

Has he had a varied, not necessarily long, experience with regard to different road conditions and types of pavement? If he has been involved in accidents or has been convicted of motor law infractions, the type of driving which he has to do and the significance and seriousness of his past history should be carefully weighed. Often, in some unaccountable way, court fines have a good effect on future driving. This is not to be explained on any rational basis, however; and many conscientious drivers are made worse by the indiscrete actions of the highway patrol and the subservient judgment of the automobile court. It is very easy to do a driver an injustice if past performance is not thought of in regard to its future effect.

How does he look at his prospective position? Does he see it as an important part of the camp safety program, or does he merely



Courtesy, Cheley-Colorado Camps

see the pleasant trips which you have, not too wisely, held before his eyes? This question is of tremendous importance. If your driver is not thoroughly sold on the need of careful driving, it would be worth while from the insurance point of view alone to pension him for the summer.

Does alcohol and dissipation enter the picture? There are enough persons to choose from who are not afflicted with vicious habits to make it very unwise and unsafe to choose a driver who is emotionally unstable.

What is his attitude toward speed? If he tells you that he has always been a slow driver and does not believe in driving faster than twenty miles an hour, he is either a conscienceless hypocrite or an utterly inadequate driver for your camp. The rate of speed at which a car is driven should be the rational resultant of the operation of several forces. Speed and attention are the main variables which are under the driver's control as he meets varied driv-

ing conditions. He should be interested in maintaining a constant factor of safety comparable to that enjoyed in the common pursuits of camp life; and if he does not adjust his speed and concentration to meet driving conditions, he may be driving dangerously at ten miles an hour or very safely at forty-five miles an hour. Unfortunately most persons in control of highway conditions have not stopped to analyze the question of speed, and therein may lie the futility of most of their emphasis on speed *per se*. At any rate, if you show your driver that he has your trust as long as he drives rationally, you will have a better driver than you have ever had before; and the frown of his reasoning will control his actions far more effectively than the frown of his director. If you have at present a governor on your truck, take it off. Driving is bad enough without having the safety factor of a powerful motor limited by other means than the peak of

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A Summary Study of Three Years of Training Camp Counselors in a Ten Day Pre-Season Institute

By

WALTER L. STONE, Ph.D.

An average of fifteen students, a new group each year in 1932, 1933, and 1934, attended the Institute and took the tests on which this study is made. The Institute was held at Blue Ridge, North Carolina under the direction and supervision of the Southern Section of the Camp Directors Association.

The courses offered were:

1. The Camp Counselor and the Camp Objectives.
Informal education philosophy and methods.
2. The Camper and the Camp Situation.
Personal counseling and guidance.
3. Activity Skills.
Woodcraft and Camp Craft
Nature Lore
Arts and Crafts
Group Games
Music and Dramatics

Every student took every course. It was a learning by doing institute with instructors and students participating in the whole program. The students had a median age of 23, and an average age of 22.4 for the three years. There were twice as many women as men. The text used was *The Camp Counselor's Manual* by Stone. It was the point of departure in class sessions.

Questionnaires were distributed at the beginning of the institute, and at the end, asking for reactions to five questions:

1. What is the most important contribution that camps should make to the normal child?
 2. How can this be done best?
 3. What results do you hope will come to youth under your leadership?
 4. What is the place and function of a camp counselor in camp?
 5. What do you want to get out of the institute?
- The answers were summarized and classified.

Comparisons were made each year of the first over against the second answers as a basis of determining interests and needs of students and planning the next year's institute.

In this study we are comparing the total reactions—both first and second responses for the three years, in order to show changes from year to year if any, and to indicate some of the learning that went on over the three year period. The faculty was practically the same each year.

The detailed findings are recorded in the following tables. In general we can say, (1) Counselors can be trained in informal education philosophy and methods, (2) The informal method applied to institutes makes for a growth experience for all participating, (3) The best results obtain educationally when philosophy and method are learned together, (4) Freedom, spontaneity, interest, and honesty characterized the students at the end of the institute. They were more refreshed at the end than at the beginning of the ten days.

The changes in thinking from year to year are shown in the following ranking of percentages of answers to the five major questions. There is not as much change from year to year as there was in the study of the change over a ten day period in a single year. However, some of the changes are of interest particularly from the first to the second year. The first year group wrote a *Camp Counselor's Manual*, the second and third year group read the manual and discussed it before coming to the institute. There is a distinct trend away from the idea that entertaining the camper and centering attention on his personal adjustment is the important contribution, to the idea that a creative social situation in which the camper is free to gain is the big contribution camp can make. Table No. 1 shows this:

TABLE NO. 1
MOST IMPORTANT CONTRIBUTION CAMP CAN MAKE
RANKED ACCORDING TO PERCENTAGES OF TOTAL
ANSWERS 1932, 1933, 1934

CONTRIBUTION	Rank Order 1932	Rank Order 1933	Rank Order 1934
Find oneself and adjust.....	1	4	7
Entertain camper	5	8	8
Opportunity for abundant living.....	7	2	1
Instruction in skills.....	4	6	6
Learning to live happily together.....	2	1	2
Learning to think for oneself.....	8	5	3
Physical and mental health.....	3	7	5
New interests and appreciations.....	6	3	4

The practical results of the training as well as the theory are shown in Table No. 2. It is evident that the students not only got a vision of the contribution camp should make, but got

a clear understanding of the methods that must be employed to make that contribution possible. The methods are consistent with the contribution desired.

TABLE NO. 2
METHODS OF ACHIEVING CONTRIBUTION DESIRED
RANKED ACCORDING TO PERCENTAGES

METHODS	Rank Order 1932	Rank Order 1933	Rank Order 1934
Variety of program.....	5	3	5
Activities campers desire.....	3	4	3
Situation centered curriculum.....	1	2	2
Creative living situation.....	2	1	1
Individual counseling and guidance.....	6	3	4
Child centered curriculum.....	4	6	6

Table 3 shows what the students in training for counselorship hope the campers will receive from their leadership. It is of interest that knowledge of right and wrong and better health seemed to become less important the second and third years. When asked about that the

students replied if campers can learn how to live creatively and adjust themselves wholesomely, they will get the knowledge and health. They are important but not of primary importance.

No ordering or forbidding moralists or didac-

TABLE NO. 3
WHAT COUNSELORS HOPE CAMPERS WILL RECEIVE
FROM THEIR LEADERSHIP RANKED BY PERCENTAGE

CAMPER TO RECEIVE	Rank Order 1932	Rank Order 1933	Rank Order 1934
Love of beautiful.....	8	4	6
Knowledge of right and wrong.....	6	8	8
New interests and skills.....	1	3	2
How to live creatively.....	7	5	1
Ability to adjust wholesomely.....	2	1	3
Self-understanding	3	6	5
New attitudes and appreciations.....	4	2	4
Better health	5	7	7

tic teachers seem to be in evidence but rather friendly companions in the game of learning to live by living in happy fellowship—real education. Table 4 on the place and function of a counselor in camp is consistent with Table 3

and indicates that the informal education idea and method was understood. Training in the process of group work is as possible as training in the process of classroom pedagogy.

(Continued on Page 32)

Selecting Canned Foods for Camps

By

MARJORIE H. BLACK

Home Economics Division
National Cannery Association

SELECTION of canned foods for camps depends entirely upon conditions and circumstances, that is, the age of the children, the location of the camp, whether everything has to be trucked in at the beginning of the season, whether supplies can be bought from day to day, week to week, and whether the kitchen staff is made up of experts, or the work done by the campers.

There are many factors to be taken into consideration, but the following information is based on normal conditions, with the main work of the kitchen done by either hired help or campers.

In planning meals there is usually a basic form for planning each meal and in considering breakfast first the meal should include:

A fruit, fruit juice, or both

A protein such as eggs, ham, bacon, fish or cheese

A cereal or breadstuff, or both

A beverage: milk, cocoa, or cereal beverage

This may be varied to suit the camp, and many times with young children the protein of meat and eggs is limited to one or two mornings a week, but cereal should be given every day in some form or other. The fruit may be that which is in season around the camp, such as berries and melons; but, remember, the children will welcome a change and for that change and health value serve pineapple juice, grapefruit juice, loganberry juice, cranberry juice, tomato juice, or orange juice. Canned fruits, especially prunes, figs and plums, are fine for breakfast.

Canned hominy is excellent to work into the breakfast dish with scrambled eggs or served with cream chipped beef.

The beverage for camp children would usually be milk or cocoa.

The general pattern for the mid-day dinner meal is usually built around the main dish,

meat, or other protein food. There are times when canned meats would be a great convenience, but they might be considered too expensive for the average camp dietary. However, canned ham, chicken or sausages might be kept on hand for the unexpected moment when something goes wrong or extra guests arrive and need to be served and the regular allowance is not sufficient.

Besides this main dish, potatoes and another vegetable are usually included with bread and butter. This course may be preceded by a soup, fruit, or salad, depending upon the plan of the day's menus. The dessert and beverage would complete the meal.

To fit economical, healthful, and flavorful foods into this pattern is the problem, and canned foods will assist in giving variety, besides being economical both in money and labor. The usual vegetables common on most gardens near a camp are likely to become tiresome, and what a treat it is to give the children something they had not expected. The unexpected is bound to lend fascination to the happenings of the day, and children love being surprised.

Canned green beans and lima beans are good, asparagus, green or white, whole kernel corn, beets, and many of the less usual vegetables, fit into most any pattern.

The luncheon pattern would be similar to that for dinner only less elaborate. It should include:

Something hot: a soup, beverage or hot vegetable dish

Something substantial: a sandwich, casserole dish or the like

A nutritious beverage, either a fruit juice or milk
Something sweet for dessert, maybe custard, fruit, cookies or pudding

The question of soup is one where the canned shelf can be of great help. While there are

supplies which can be made into soup every day in a camp, they usually taste better if they have a background of a well-seasoned soup that can be obtained in cans—the small size, or the larger sizes, No. 5 and No. 10. Soup may be served as it is from the can or might be combined with other kinds of soup or some extra canned food, such as cream style corn, tomatoes, minced clams, or evaporated milk. There is no reason why the soup needs to taste twice alike, for there are unlimited combinations which are delicious and would please the youngsters as well as be nourishing and satisfying.

Wherever there are growing children there must be an ample allowance of milk, used as a beverage and used in cooked dishes. By taking a liberal supply of canned milk the problem of storing market milk is lessened, and it is a convenience to the cook never to have to wait for the delivery of milk before it is possible to make the custard for dinner or cream sauce for the salmon or chipped beef for supper. For your convenience evaporated milk may be obtained in cans which hold approximately a gallon, thus eliminating the opening of several small cans.

In planning the amount of any canned product to be used, the following chart will prove helpful. This includes the sizes of cans most commonly used for fruits and vegetables. The net weight of the contents is always printed on the label, and with the assistance of this chart the number of cupfuls may be translated even though the can size is not given and you are not familiar with it.

Can	Average Net Weight	Average Cupfuls
8 Z	8 oz.	1
Picnic (No. 1 Eastern)	11 oz.	1-1/3
No. 1 tall	16 oz.	2
No. 2	20 oz.	2-1/2
No. 2 1/2	28 oz.	3-1/2
No. 3	33 oz.	4
No. 10	6 lbs. 10 oz.	13

It is possible to obtain some soups and tomato juice in cans known as No. 5, which is half the No. 10 size.

In addition to thinking of can sizes in cupfuls for recipes and ordering, the same information is helpful in planning ordinary table servings. The allowance of one-half cupful for

each person is a good measure, with double that amount for a second helping that would be necessary for hungry children after strenuous exercise.

You will find on many of the new can labels more information which will prove helpful in buying. They are now telling the number of pieces of half or whole fruit in the can, the size of the fruit, or vegetable, and in the case of vegetables whether or not salt and sugar have been used as seasoning. As rapidly as new labels are printed more information pertinent to economical and intelligent buying will be included, but only such information as is accurate and positive.

It is always more economical to buy canned foods for camps by the case and for reference in planning the number of cans in a case the following chart will prove useful:

No. of Cans in case	Size Number of can
48	No. 1
24	No. 2 flat
24	No. 2 tall
24	No. 2 1/2
24	No. 3
6	No. 10

A good can opener is essential and most economical, and it is advisable to have two or three to hasten the opening in case anything goes wrong with an opener.

For additional information and help in planning camp foods and recipes the National Canners Association have available a leaflet on Camping with Canned Foods, a booklet on Quantity Cookery, and one on Community Meals which are free and may be obtained by writing to them at Washington, D.C.





EDITOR'S NOTE.—This is a radio talk given by Mrs. Pennington from Detroit in May, 1935.

IS there a girl in all the world who does not at some time wish for a wonderful magic ring which she may turn and, while she chants the childish rhyme:

*"Ring, ring, magic ring,
—Turn three times—
And my wish bring,"*

—hope to see her dreams and longings come true before her eyes?

Neither time nor season determines when or why a girl dreams and wishes for new and lovely things; yet "when *summer* comes along" there is always the wish to lay aside the old—put the shadows behind—and get out into the warm sunshine. *Summer magic*: found in its blue skies, flecked with white clouds; its sparkling waters; leafy trees; its bird songs and thousands of tiny creature sounds; its flowers and ferns growing in wayside places; the blue haze over distant hills—all these work their magic in our hearts.

People who know the charm of this summer magic and who understand what girls long for, have planned and created a new world within this summer magic and called it "Summer Camp."

At camp the clear call of the bugle—instead of the rumble and roar of traffic and city

Summer Magic

By

MRS. P. O. PENNINGTON

Director, Camp Interlocken

sounds—wakens the girls to the joy and adventure of a day to be spent with other girls as jolly and friendly as themselves. Girls, little or big, find from early morning bugle call to the last faint echo of "taps," that a day in camp is all too short. Here, for every girl, is the chance for her magic wishing ring to make her wishes come true:

*"Ring, ring, magic ring
—Turn three times—
And my wish bring"*

—first of all, the wish is for Beauty and Loveliness.

Not passing beauty, but the beauty which comes from glowing health. For answer to this wish, the camp gives clear air to breathe, a freedom of dress for body and feet; the skills of archery and riflery to gain grace and poise; the activities of swimming, canoeing, and riding to build strength and fine posture; and the alertness of mind and body fostered in tennis match or fencing bout. This is loveliness of a sort which stays for ever and a day.

*"Ring, ring, magic ring
—Turn three times—
And my wish bring"*

—a wish for Happiness.

Courtesy, Camp Wabunaki



True happiness is found in busyness and ways of giving joy to others and, as answer to *this* wish, camp provides the means for developing skill in using one's hands in making things both lovely and useful in the craft rooms; of sharing talents of mind and heart in song or play or dance and in learning how, as in early pioneer days, one may live simply in the open, dependent only upon his own wits and skill. Every girl has some gift or talent which no one but she can contribute to the general camp life and, in learning a broader use for her talents, she finds Happiness.

*"Ring, ring, magic ring
—Turn three times—
And my wish bring,"*

—a wish for Friendship.

No girl wants to be without friends—all girls long to be desired *as* friends. Camp opens the door for the finest friendships—the long treks by land or water—the nights under the stars—the jolly comradeship in countless ways—the meeting of lovely girls from distant places—knowing the inspiration of living in close fellowship with friendly and understanding counselors—learning the reasonableness of "seeing the other girls' point of view"—in all these ways girls learn the deeper meaning of friendship, and all their lives are made richer by the memories of those friendly days in camp.

The Friendship Creed of camps for girls is: "To grow more lovely in voice and manner, in mind and heart, in face and form, and to win real friends through this loveliness is one of the first and greatest reasons for going to Camp. To become more self-reliant and unselfish, to know better all the wild things of the woods and lakes, to increase one's knowledge and skill in all crafts and sports—all



Courtesy, Camp Wabunaki

these are the surest ways of gaining greater charm and the power to both *be* a friend and to *have* friends."

There is magic in the summer-time camp for all girls—from the very little girl through all the "growing-up" years. May all girls share in these gifts before the girlhood days are gone; and you who are parents, may yours be the joy of giving these gifts of Beauty, Happiness, and Friendship to your daughter, that you in the days to come may share with them in these magic gifts of summer time.

The History of Organized Camping

Establishment of Institutional Camps

By

H. W. GIBSON

Past President, American
Camping Association

EDITOR'S NOTE.—This is the third of a series of articles by Mr. Gibson on the history of organized camping in America. The remaining chapters will be presented, one each month, in the forthcoming issues of THE CAMPING MAGAZINE.

CHAPTER III

Establishment of Institutional Camps

"Our boys and girls take to camp life as naturally as ducks take to water, and in the opinion of many, this kind of life, for a part of the year, has become almost a biological necessity. For untold generations sunlight and fresh air, woods, fields, lakes and mountains, have served as nature's background for development to make man, through contact with these natural agents, all that he is today."

Dr. Dudley Sargent.¹

Young Men's Christian Association Camps

Ever on the alert to take advantage of an opportunity for development of the mind, body, and spirit, the Young Men's Christian Association saw in this adaptation of life in the open to that of organized community outdoor living, a new way of approach to character building, alive with great possibilities.

Early in the summer of 1885, Sumner F. Dudley, a young business man, associated with his father and brother in the manufacture of surgical instruments, in Brooklyn, and a summer resident of East Orange, N. J., borrowed a tent, hired a boat, and gathered seven congenial Newburgh, N. Y. boys who belonged to the Y. M. C. A., for a camping trip to Pine Point on Orange Lake, about six miles from Newburgh. To this meagre equipment, however, were added his genial personality, unbounded enthusiasm, ardent love for out-of-door life, and the keen receptivity and impressionability of the boys—the essential elements for a successful camping trip.

In *The Watchman* of August 1st, 1885, at that time the official journal of the Association, Mr. Dudley describes this first camping trip

as follows: "I have just returned from an eight days in camp, conscious of having one of the most profitable times of my life; with me have been seven of the leading members of the Boys' Branch of Newburgh.

"Location, Orange Lake; name of camp, Camp Bald Head; because all but one member of the party had temporarily lost nearly all their hair from their heads; weather, delightful, just enough rain to add variety; fishing, very moderate; swimming, called for three times a day; health, good; accidents, none; appetite, ravenous; hearty, manly fun, any quantity; good nature, largely developed."

George A. Sanford, when General Secretary of the Newburgh Association in 1885, and who passed away January 13, 1934, at the age of 76, was the man who suggested to Mr. Dudley, the idea of taking a group of boys on a one-week camping trip. Mr. Sanford writes in *American Youth*, April, 1920, that the camp was called "Bald Head" for "reasons more hygienic than esthetic, as most of the boys had their hair closely cropped before starting for camp."

The second summer, Mr. Dudley's camping party numbered twenty-three boys and was located on Lake Wawayanda, N. J. In 1891 the campers increased to eighty-three and a new location was found near Westport, N. Y., on Lake Champlain. J. H. Worman, editor of *Outing*, a warm friend of Mr. Dudley, offered the use of part of his land. This offer was gladly accepted and the camp was permanently established. Mr. Dudley's camping experience evidently influenced him to give up business and enter the work of the Y. M. C. A. In 1887-88 he served the Orange, N. J., Association as General Secretary and then became a member of the Board of Directors, serving until his death, March 14th, 1897, at the age of 43. Mr.

¹ *Summer Camps*, Red Book Magazine. Introduction, 1923.

Dudley is buried in Roseville, N. J., and a pilgrimage to his grave is taken each year by representatives of the Y. M. C. A. Camps of New Jersey.

Mr. Dudley never married. Summer after summer he gave his energy unsparingly to his camp. At his death he left the entire camp equipment to the New York State Y. M. C. A. Committee. As a memorial to a life of unselfish devotion, the camp was named Camp Dudley. In 1934, the Golden Jubilee of the camp was celebrated, having been in continuous operation for fifty years, and is, therefore, the first and oldest existing organized camp.

From the seed sown by this young man in 1885 has grown a world-wide camping movement, reaching many thousand boys through Y. M. C. A. camps located in all parts of the world. The Associations in the United States and Canada conduct today, 1,234 camps with an enrollment of 134,593 campers and owning camp property valued at \$5,092,596, with an annual operating budget of \$1,012,200.

Spread of the Movement among Other Organizations

It was not until 1890 that the organized camp idea caught the imagination of leaders of boy life. There were a few Associations that conducted short-term camps or more strictly speaking, nomadic camps or camping trips. One such camping trip was managed by the Knoxville, Tennessee, Association, under the leadership of Dr. J. W. Stewart, July 11-22, 1887, but the record is very meagre and no doubt it was a hiking trip rather than an organized camp.

In 1894, the writer was elected a delegate from the Lancaster (Pennsylvania) Association, to the Golden Jubilee of the founding of the Young Men's Christian Association, held in London, England. Upon his return in June, from this memorable trip, he took a party of fifteen boys, members of the Lancaster Association on a camping trip to Schiebley's Grove, along the Conestoga Creek, near Lancaster, and spent two weeks in carrying out a regular camp schedule. Later the camp was moved to Mt. Gretna, Pennsylvania, and the name changed to Camp Shand in honor of the president of the Association. The camp has been maintained without a break in its existence since 1894, and

is, next to Dudley and Wawayanda, the third oldest Association camp.

Boys' Club Camps

The first Boys' Club to conduct an organized camp was the Salem (Massachusetts) Fraternity. This was in 1900. During July and August of that year, seventy-six boys were members of a seven-week camp, held at Rowley, Mass., and Hampton Falls, N. H. Mr. Herbert L. Farwell, who is still the superintendent of the Fraternity, was the leader of the camp. Mr. R. K. Atkinson, Director of Education of the Boys' Clubs of America, Inc., writes that the total number of camps conducted by Boys' Clubs, as reported in 1935, is 60, and the number of different campers attending these camps was 26,088. The property owned by the clubs and used for camping purposes is valued at \$1,508,377.

"Fresh-Air" Camps

Dr. Lloyd B. Sharp, in his book *Education and the Summer Camp, an Experiment*, traces the development of camping as a part of the social service work in New York City. He states that the first fresh-air home for New York City children was established in 1872 by the Children's Aid Society of New York on Staten Island. The word "camp" was not used in explaining these activities of the Society. Newspapers such as the *New York Times* and *New York Tribune* daily told the story of the venture, and money was given in sums which made it possible to turn the experiment into an achievement. Life's Fresh Air Fund was established August 11, 1887, and the Tribune Fresh Air Fund in 1888. In 1925 Dr. Sharp was appointed Executive Director of the Activities of Life's Fresh Air Fund, and directed the reorganization of the camps. "In the reorganization the word 'camp' replaced the term 'Fresh Air Farm.' Many policies were changed. The whole program was placed upon an educational basis and a broad program of camping activities was inaugurated."²

Boy Scout Camps

On September 23, 1910, a dinner was tendered to Lt. General Sir Robert S. S. Baden-Powell, K.C.B., by the Boy Scouts of America, at the Waldorf-Astoria, New York City. The

(Continued on Page 26)

² Lloyd B. Sharp, "Education and The Summer Camp." p. 11.

The Camping Magazine

THE OFFICIAL JOURNAL OF THE
AMERICAN CAMPING ASSOCIATION, INCORPORATED

BERNARD S. MASON, Ph.D., Editor

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Vol. VIII

March, 1936

No. 3

"What's Happening in the Outside World?"

After all is said and done, the boys and girls who attend summer camps are destined to live their lives in cities, not in the wilderness. In camps, we attempt to approximate somewhat the life of primitives—and it is joyously gripping and enthralling. But when it is over, back to the cities all must go once more. We hope that these childhood camping experiences will predispose the campers to seek the wilds often in adult years. Yet, we must not forget that our campers are part and parcel of the city, the state, and nation wherein they dwell when not in camp.

Does the isolated camp society divorce itself too completely from the larger world for the two summer months? Should we not keep campers better informed concerning the happenings in the great society and their significance?

There is much that could be recommended here, but our purpose is to make but two suggestions:

NEWS REVIEWS

"What's happening in the outside world?" How often words to this effect are heard from older campers! Everyone familiar with older boys and girls know that many of them have

a remarkably keen interest in the news, and all have interest enough to be challenged if news is properly presented.

A twice-weekly review of the happenings of the preceding days, presented by an alert and entertaining counselor, not only does immeasurable good in keeping older campers informed on current topics, but it proves to be a fascinating and enjoyable experience. The news is not merely stated but interpreted, its significance made clear and understandable. The campers will look forward to these periods and will seek to participate in them by adding items of news and opinions.

When the right leader is found, equip him with newspapers, a copy of *Time* and of the *Literary Digest*.

Can't the same end be accomplished by placing these papers and magazines where campers can read them? Scarcely—the spoken word is more interesting than the written, and while intentions are good, in the rush of the camp day the campers usually do not get to the papers. And more important, the interpretation is missing.

A half hour twice a week for this purpose shouldn't effect the outdoor program of the camp, and it guards against the danger of too much isolation.

A CAMPERS' FORUM

Older boys and girls are eager to discuss current political problems, economic problems, vocational problems, social and philosophical problems in general.

A forum for older campers for the discussion of such problems is always a happy evening. A good leader, a short interesting talk to present the subject, and then an open discussion—questions, answers, disagreements, conflicting biases—and in the end, better-informed and less-worried campers.

An entertaining, sympathetic, and well-informed leader with sane views and good judgment is a primary requisite. Given this, and there will be no question about a fascinating hour and desirable results. Let the campers suggest the topic for the next meeting—they know their interests. There is an intimacy, an openness of mind, and a freedom to discuss in camp that cannot be approached in school.

(Continued on Page 31)

MAKE THIS FREE

Gas Test

BEFORE YOU BUY A TRUCK!



DODGE gas economy is amazing truck buyers the Nation over! Now Dodge calls for a show-down in the lowest-priced truck field with a simple, revealing "prove-it-yourself" plan that ends claims and talk. In five minutes you can see exactly how far a Dodge truck will go on a gallon of gas. Then you can check the mileage of your present truck just as easily. Buyers who have compared Dodge against other trucks, both old and new, say "Dodge saves up to \$95 a year on gas alone."

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See your Dodge dealer and ask to make the free gas test. No obligation. Phone or drop in at his showroom today.

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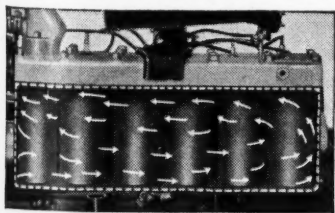
Division of Chrysler Corporation

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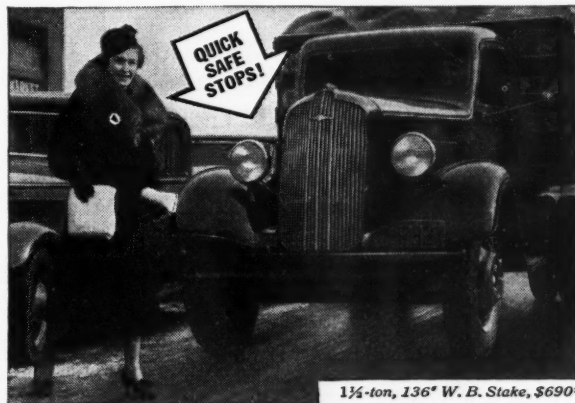
Only Dodge of the 3 lowest-priced trucks gives you all these 6 features: full-length water jackets, spray-cooled exhaust valve seats,



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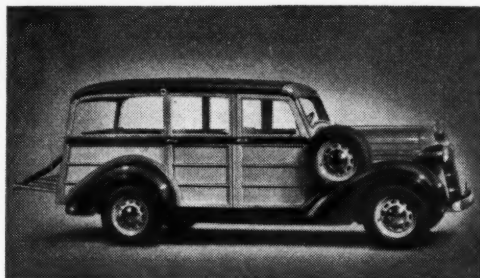
Through the Official Chrysler Motors Commercial Credit Company New 6% Time Payment Plan you will find it easy and economical to arrange time payments to fit your budget.

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116" W. B.—6-cyl.—Smart, modern, dependable. Seats 7 or 8 comfortably. Over 6½ feet of loading space with rear seat removed. All the famous Dodge economy features, yet priced with the lowest.

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ON THE TRAIL OF NEW BOOKS

Parents' Questions

By the Staff of The Child Study Association of America (New York: Harper & Brothers, 1936) 312 pages. \$2.00.

Here is the book, Mr. & Mrs. Camp Director, for which you have been waiting—the questions parents ask regarding the problems of their children—the questions they ask the Camp Director, since the director is regarded as an authority. And the answers, too—as stated by the staff of the Child Study Association of America, long active in the study of childhood in the family and community. Every type of situation is covered that arises in the progress of the child—the normal child and the problem child—from birth through adolescence.

Few books that have come to our attention can be recommended to the camp director with more enthusiasm and with more confidence that the director will agree in the evaluation of its worth.

Here is the latest and most expert advice on child training. The book consists of specific questions and situations from letters of parents to the Child Study Association, followed by specific answers. And the answers show a thorough familiarity with child psychology, a sympathetic understanding of child nature, and a keen appreciation of problems and shortcomings of adults who deal with children.

The book is conveniently arranged so that discussion of a general phase of child-upbringing—discipline, health, and diet, social and emotional attitudes, education in sex knowledge—is followed immediately by specific questions and answers which elaborate the subject. And there are numerous case histories illustrating representative problems. There is no waste matter. The discussion is helpfully frank and to the point.

Parents' Questions not only gives modern parents an understanding of their children and points the way out of innumerable baffling situations, it also offers adults a check upon themselves, that they may avoid passing on to their children the consequences of their own faulty training.

The parents' problems frequently coincide quite accurately with the camp director's and child leader's problems. Here is information and advice most pertinent to all adult leaders of children.

The book was prepared under the direction of Sidonie Matsner Gruenberg, a recognized authority on child study and parent education.—B.S.M.

Blank Forms for Camp Directors

Medical Examination Blank for Boys (\$2.00 per 100)

Medical Examination Blank for Girls (\$2.00 per 100)

General Information Blank (\$2.00 per 100)

Personality Record for Girls (\$2.00 per 100)

Personality Record for Boys (\$2.00 per 100)

Counselor Application Blank (5 cents each)

Counselor Reference Letter (5 cents each)

"Something to Think About" (\$2.00 per 100)

By Emily H. Welch and Barbara Ellen Joy (New York, 28 E. Thirty-first Street: Emily H. Welch, 1936)

Two of the best known, the most experienced directors of girls' camps in America have united their efforts to produce this series of blank forms for use by camp directors in securing vital information concerning campers and counselors before the camp season opens. This is a real service to camp directors in that it makes available excellent forms at a much cheaper cost than would be possible if the director himself were to prepare and print them.

The information obtained is concise, easily assembled, practical, and forms an excellent basis for post-season reports to parents. As contrasted to many available forms, these blanks call for a minimum amount of information, all of which is pertinent and of the type that must be available for intelligent supervision—they do not ask for a voluminous mass of information so bulky and wieldy that one has difficulty in organizing it for practical use.

"Something to Think About" is a little publicity sheet designed for parents which calls attention to the relative expense of a summer at home and a summer at camp.

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TREAT your guests this summer with a tempting variety of wholesome, delicious baked goods made easily and economically in your camp kitchen with CREOLE fully-prepared Mixes.

Creole Mixes are ideal for camp baking. They offer you:

1. High Quality Baked Goods: Creole Products are prepared from only the finest, purest ingredients: Grade-A farm-fresh eggs, rich, creamy milk, choice wheat, pure sugar and quality shortening and spices. Made in the largest, most modern mill of its kind, Creole Mixes go to you with an absolute guarantee of quality and purity. Particularly important to directors of children's camps—Creole Mixes are very high in wholesome, nourishing food values. Creole's fine ingredients provide an abundant supply of healthful energy and precious body-building nutrients.

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3. Easy Handling: Creole Mixes are fully-prepared. You simply ADD WATER AND MIX and your batter is ready.

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N. Y., U. S. Senate Restaurant, Washington, and Johns Hopkins Hospital, Baltimore, are among the thousands of prominent institutions that are now serving baked goods made with Creole Mixes.

Improve your camp's bill of fare this summer. Fill out and mail the coupon below for complete details about the Creole Mixes listed below.

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Will give you wholesome, nourishing bran muffins and other bran baked products. Fine for children.

BROWNIE MIX

Gives you a rich, "fudgy" Brownie that will delight campers with its fine taste.

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For sugar or drop cookies. Makes a delicious, crisp cookie distinctive for taste and keeping quality.

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Gives the delicate flavor that makes corn muffins so popular.

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Produces rich high quality devil's food cake, muffins or cup cakes.

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Muffins or cup cakes made with this mix have a delicious taste which everybody likes.

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The perfect fully-prepared fried doughnut mix. Prepared simply and easily, it makes light, tender doughnuts.

PIE CRUST MIX

A simple, positive way to get rich, tasty, flaky pie crusts.

SPICE CUP CAKE MIX

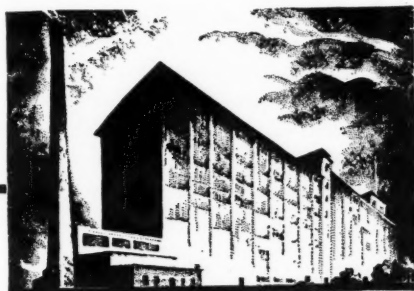
Makes a tangy, spicy cup cake or muffin which has an unusually delicious flavor.

WHITE CAKE MIX

This mixture will make it easy for you to make all varieties of layer cakes of fine taste and texture.

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Produces a rich, yellow, full-flavored cup cake of unusually fine taste and quality.



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Seen and Heard ALONG CAMPING'S FAR FLUNG TRAIL

Great Lakes Council Meets

A meeting of the Great Lakes Inter-Camp Council was held in Detroit on Saturday, February 15th, under the leadership of its president Lewis C. Reimann.

Events are happening in the state of Michigan which are making history and these developments gave importance and rare interest to this gathering. A state-wide survey of camps is under way, minimum camping standards for the state are being formulated, a state camping commission is being instituted, investigation into the state sales tax as it applies to camps is being made, and a publicity campaign to increase the use of Michigan's wild lands is being conducted.

The dinner session was featured by an address by Dr. Maude E. Watson on the subject "What Has Summer Camping to Contribute to the Development of Personality in Children." The afternoon meeting included a discussion and demonstration of waterfront problems.

Dr. Mason to Conduct Camping Course in Cincinnati

Arrangements have just been completed for a camping course during the month of April at the University of Cincinnati, to be conducted by Dr. Bernard S. Mason, editor of *THE CAMPING MAGAZINE*. The course will be open to every one in the Cincinnati area who is interested. Particularly, it will be participated in by senior and graduate students in education and physical education at the University, by representatives of the Recreation Commission, by teachers, and by camp directors and counselors in this section.

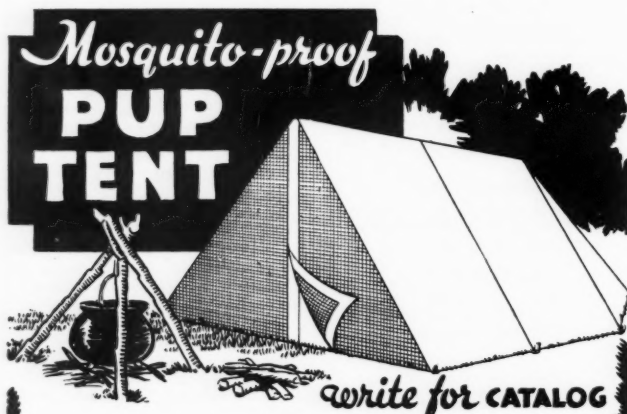
The course will consist of eight two-hour periods, meeting twice weekly, Wednesday and Saturday. It will deal with (1) leadership and educational methods in the organized camp, and (2) campcraft skills.

National Meeting of Physical Educators Emphasizes Camping

The annual convention of the American Physical Association to be held in St. Louis, April 15th to 18th, at the Statler Hotel, will be of particular interest to all camp directors and counselors. The general theme of the convention is "Physical Education and the Enrichment of Living."

The section devoted to camping involves two main lectures, followed by discussion: "The Progressive Camp Program" will be presented by Barbara Ellen Joy, chairman of the Camping Section of the APEA. Dr. F. H. Ewerhardt will discuss the "The Health Program in Camp." A water safety demonstration is also being planned.

The entire program of this convention will be of specific interest to all camp directors. In addition to camping as such, the program involves the following: Health Education, Women's Athletics, Recreation, The Dance, Therapeutics, Men's Athletics, and Teacher Training. There will be many demonstrations of new activities in the line of recreation which should be of particular interest.



Something new in pup tents! Combining all the popular features of the standard Pup Tent with mosquito-proof front and sewed-in floor. Perfect ventilation with protection from insects. Just the thing for those who wish to travel light. Made of Khaki waterproofed goods, complete with ropes, metal stakes and jointed wooden poles.

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Thirteenth Annual Convention AMERICAN CAMPING ASSOCIATION, Inc.

Hotel Statler, Boston, Massachusetts

March 5, 6, 7, and 8, 1936

Theme: Organized Camping = A Paramount Factor in Social Development.

THURSDAY, March 5th

10:00 A. M. to 12:00 noon—Registration of Members and Guests

10:00 A. M. to 2:00 P. M.—Visit Exhibits.

2:00 P. M.—WORDS OF WELCOME—J. Halsey Gulick, President New England Section and Chairman Convention Committee

Herbert H. Twining—President American Camping Association, Inc.

Camp Singing and Entertainment

ADDRESS: "A Challenge to Camp Directors"—Miss Emily H. Welch, Director Camp Wabunaki and former President American Camping Association.

ADDRESS: "The Youth Hosteler in Society"—Monroe Smith, Director American Youth Hostels.

4:30 to 6:00 P. M.—Annual Business Meeting and Election of Officers.

Visit Exhibits

6:00 P. M.—Informal Dinner groups, arranged individually. Visit Exhibits.

7:30 P. M.—Interpretative Dancing under the direction of Miss Margaret Littell of the Miriam Winslow School of the Dance and Director of the Dancing Unit at the Luther Gulick Camps.

ADDRESS: (Subject to be announced)—Paul A. Siple, member of two Byrd Antarctic Expeditions and Chief Biologist of the second. Member of the National Camping Committee of the Boy Scouts of America.

ADDRESS: "International Camping Possibilities"—Mrs. Robert B. Owens.

10:00 P. M.—Informal Fireside Gathering.

FRIDAY, MARCH 6th

8:30 to 10:00 A. M.—Visit Exhibits.

10:00 to 12:00 noon—Camp Singing.

ADDRESS: "Plotting Your Course: A Specific Procedure in the Development of 'Campivities'"—L. B. Sharp, Executive Director of Life's Summer Camps.

ADDRESS: "Camping as a Socializing Experience"—Dr. D. A. Thom of Boston.

12:30 P. M. to 2:00 P. M.—Separate Luncheons for those interested in the following groups:

- Girls' Private Camps
- Boys' Private Camps
- Girls' Organization Camps
- Boys' Organization Camps

Visit Exhibits

2:00 P. M. to 3:00 P. M.—Visit Exhibits.

3:00 P. M. to 5:00 P. M.—Seminars as follows:

Craft Work: Leader—A. Cooper Ballentine of Camp Kehonka.

Swimming: Leader—Capt. Carroll L. Bryant, American Red Cross. (This Seminar will include a motion picture of a Red Cross Aquatic School.)

Camp Photography: Leader—Frank H. Conant, Head of Photographic Bureau, Massachusetts Institute of Technology.

Health: Leader—Dr. Fred E. Clow, physician for a group of New Hampshire camps.

Canoeing: Leader—W. Van B. Claussen, Former President of the American Canoeing Association.

5:00 P. M. to 6:00 P. M.—Visit Exhibits.

6:00 P. M.—Informal Dinner groups, arranged individually. Visit Exhibits.

7:30 P. M.—Camp Singing.

ADDRESS: "Physical Education as a Factor in Social Development." Miss Marjorie Bouvé, Director of Bouvé-Boston School of Physical Education.

Demonstration of English Folk Dancing under the Direction of Mrs. James J. Storrow, President of the English Folk Dance Society of America.

ADDRESS: (Topic to be announced.) Dr. Sidney Lovett, Chaplain of Yale University.

10:00 P. M.—Informal Fireside Gathering.

SATURDAY, MARCH 7th

8:30 A. M. to 10:00 A. M.—Visit Exhibits.

10:00 A. M. to 12:00 noon—Seminars—Duplication of Seminars given Friday afternoon to enable Directors to attend more than one.

Dr. Henry Utter, Chairman of Rhode Island State Committee of the American Academy of Pediatrics, will lead the health seminar in place of Dr. Clow.

Opportunity to carry on with groups of like interests which met at Friday luncheons.

1:00 P. M.—Luncheon at the Wayside Inn, Sudbury.

Chorus from Governor Dummer Academy Glee Club.

Afternoon—Recreational sight-seeing will be arranged for those who wish to visit historical points in and around Boston.

5:00 P. M. to 7:00 P. M.—Visit Exhibits.

7:30 P. M.—ANNUAL BANQUET (Evening clothes may be worn.)

J. Halsey Gulick, Toastmaster.

Greetings from Hon. Frederick W. Mansfield, Mayor of Boston.

Introduction of sectional Presidents and newly elected officers.


Closing address by Herbert H. Twining, retiring President.

SUNDAY, MARCH 8th

10:00 A. M. to 1 P. M.—Informal groups will attend the old historic churches of Boston.


1:30 P. M. to 3:30 P. M.—Informal dinner for newly elected board and all others interested in the future plans of the Association.

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Designers and
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**COOKING
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Leading camps serve Maltex Cereal because children love it and dietary experts recommend it. Maltex is a whole-wheat and barley malt cereal with coarse bran removed. Has a high Vitamin B content, and contains natural sugars. Easily digested and assimilated by the youngest child.
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Accepted by American Medical Association—endorsed by Good Housekeeping Institute



VISIT the Maltex Booth when you attend the Convention

History of Camping (Continued from Page 19)

writer was a guest at this dinner and heard General Baden-Powell, when he was introduced by Ernest Thompson Seton as "Father of the Boy Scout Movement," say "You have made a mistake, Mr. Seton, in your remarks to the effect that I am father of this idea of Scouting for boys. I may say that you are the father of it or that Dan Beard is the father. There are many fathers! I am only one of the uncles, I might say. The scheme became known at home, then I looked about to see what was being done in the United States, and I cribbed right and left, putting things into a book just as I found them."

At this dinner a beautiful red leather-bound volume entitled *Boy Scouts of America* was distributed. It was a handbook written by Ernest Thompson Seton, incorporating much of the material appearing in his *Birch Bark Roll*, and contained a chapter on "Camping" dealing more exclusively with camping trips rather than organized camping.

Scouting was looked upon as a program activity. In 1908 the writer wrote to General

Baden-Powell in London for his book *Scouting for Boys*, and received from him not only a copy of the book but also official badges and other material. Under the inspiration of this, "Scout-craft" was introduced as an activity in Camp Becket in the summer of 1909,³ one year before the Boy Scouts were organized in America.

In 1911 the National Council of the Boy Scouts appointed an Editorial Board, consisting of William D. Murray, George D. Pratt, and A. A. Jameson, who prepared an official *Handbook* which included a chapter on Campcraft, which the writer had the honor of contributing.

At that time scouting was a craft rather than an organization, and in the first official *Handbook* it states that "the aim of the Boy Scouts is to supplement the various existing educational agencies, and to promote the ability in boys to do things for themselves and others. It is not the aim to set up a new organization to parallel in its purposes others already established. The opportunity is afforded these organizations, however, to introduce into their program unique features appealing to interests which are universal among boys. This method is summed up in the term Scoutcraft."⁴

Scoutcraft, true to the American habit of organizing, soon became a tremendous organized force with centralized control, and today has one of the most thoroughly organized camping departments in existence, under the capable leadership of L. L. McDonald, the National Director of Camping, with offices at 2 Park Avenue, New York City. Much attention is given to a definite camp leadership-training program for Scoutmasters and assistants.

Mr. McDonald writes that "the Chicago Camp, Owassippi, at Whitehall, Michigan, is the oldest of the permanent Council Camps operating under Council supervision on its own permanent camp-site. This camp was established in 1911, and D. W. Pollard was the Executive Director in charge. During the same year the Philadelphia Council, Boston, New York, Columbus, and other Councils were operating camps, and have carried on continuously an organized camping program since that time."

According to the figures given in Sargent's

³ *Association Boys*, December, 1909, p. 314.

⁴ *Boy Scouts of America Official Handbook* (1911), p. 3.

Summer Camps, up to March 30, 1935, the total number of 600 Boy Scout camps have a daily capacity of 60,000 boys; 55,526 acres is the total acreage for 292 camps reporting an equal total valuation of \$4,447,473.⁵ In addition to these permanent camps there are 2,000 to 3,000 Troops carrying on an independent organized camping program on a smaller scale, and upwards of 425,000 boys were actually enrolled as campers in some phase of the camping program for 1935.

The first Boy Scout camps with professional leadership on the cooperative plan could properly be recorded as of the year 1910, during which there were twenty odd Councils established.

Girl Scout Camps

Camps have always been recognized as an essential part of the Girl Scout program ever since its organization in 1912. In 1922 it was decided to charter the camps throughout the country, rating them on first-year development, second-year development, and so on. Definite standards must be met in all camps. Small unit camping has been developed to a high degree of efficiency. Mass camping is discouraged. Day camping is encouraged. Trained leadership is required. A country-wide national training program is carried out each summer. In 1934, 78 courses were given with an enrollment of 1,625 students. An international encampment is held annually at "Our Chalet" at Edelboden, Switzerland, the gift of Mrs. James J. Storrow of Boston. Camp Edith Macy, at Briarcliff Manor, New York, conducted by the National Girl Scout organization as a training center for leaders, is a model demonstration camp. A camp literature of exceptionally high quality has been developed, and a camp service department is maintained at the National Headquarters, 570 Lexington Ave., New York City. In Massachusetts, the former estate of the late Cornelia Warren, at Cedar Hill, Waltham, is used by the State Council as a camping area for unit camps; here scout activities, week-end trips, gypsy trips, and hiking, are popular outdoor activities. "The first camp was held in 1912 by the Savannah, Georgia, Girl Scouts. It was called Camp Lowland, and established by Juliette Low, founder of Girl Scouting. Total number of Girl Scout camps in 1935

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was 984 and attended by 101,113 campers.

Camp Fire Girls

"The work and ideals of the Camp Fire Girls had its direct origin in the home, and later in the private camp, of Mrs. Luther Halsey Gulick on Lake Sebago, Maine. Here, meeting the needs of her own daughters,⁶ Mrs. Gulick worked out the beginnings of what was later, with some modification, accepted as the ritual and form of the Camp Fire Girls. The name of Mrs. Gulick's camp, "Wohelo"—which she had formed from the first two letters of each of the three words, Work, Health and Love—became the watchword of the new organization. On March 17, 1912, the manual which had been prepared was given to the public, hence that date is our birthday."⁶

Janet L. McKellar of the National office, 41 Union Square, New York City, writes that the first camps of the Camp Fire Girls were conducted in 1914 by the Guardians' Associations of Chicago, Baltimore and Kansas City. These were attended by approximately 500. The number of camps in 1935 was 113 and 18,541 dif-

⁵ Porter Sargent, *Handbook of Summer Camps* (1935). p. 157.

⁶ *Book of Camp Fire Girls* (1918). p. 9.

ALL WOOL CAMPING BLANKETS

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that manufactures them.

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KENWOOD MILLS**

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Albany, N. Y.

If you fail to visit our booth at the
convention of the American Camping
Association, Inc., send for swatch
cards and prices.



ferent campers were enrolled. The total value of property and equipment of the camps is \$538,749.00.

Poetry, music, ceremony and ritual, color, and drama are used to express their ideas and ideals. Fire is the symbol of the organization, for around it the first homes were built. The Camp Fire Girls Camp program has in it the appeal of romance, beauty, and adventure in everyday life.

Y. W. C. A. Camps

The first Y. W. C. A. Camp was organized in 1874 by the Philadelphia Association. In a statement issued in 1934 by the National Board, is given the following information concerning this first camp or "vacation project" as it was called: "President Ulysses S. Grant officially opened the first summer vacation project for girls earning their own living just sixty years ago (August 4, 1874) when the Y. W. C. A. of Philadelphia opened "Sea Rest" at Asbury Park, N. J.

"This summer boarding and vacation house was for 'tired young women wearing out their lives in an almost endless drudgery for wages that admit no thought of rest or recreation.' Any young woman who was financially dependent on her own exertions and was of respectable character was eligible.

"The program of dedication was attended by many notables, including the President of the United States who gave the principal speech; the Honorable William S. Stokley, Mayor of Philadelphia, who presided; George H. Stuart and Bishop Simpson.

"Within the next ten years other vacation projects for young women were opened in Providence, R. I., Louisville, Ky., and Milwaukee, Wis., by the Y. W. C. A."

It is only recently that the Y. W. C. A. has given attention to girls of High School age through an organization known as the Girl Reserves. The total number of Y. W. C. A. camps, for girls and young women, is about 250 and the attendance average 100,000 each summer.

Under the leadership of Hazel K. Allen, progress is rapidly being made in administration and program-building. Miss Allen has written a book, *Camps and Their Modern Administration*, which will have a distinct influence on the development of both program and management of present and future camps of the Association. *Magic Casements* by Ruth Perkins is a chronicle of the development of a new kind of camp program, and *The Girls' Camp* by Abbie Graham, written from the point of view of a camp director, is a classic in camp literature.

A Camp School for Boys

The earliest record we find of a camp school for boys is that of the Boston Young Men's Christian Association, who conducted such a school on Commonwealth Avenue Boulevard, Boston, July 7 to August 25, 1909. Tents were pitched in this attractive location and sessions were held from 9 A.M. to 12:30 P.M. daily, except Saturday and Sunday. The afternoons were spent in games, sports, and athletics, the boys returning to their homes for the night. William L. Phinney was Principal of the school and the camp features were under the supervision of Don. S. Gates. Saturdays were devoted to hikes, trips to historical places, and field days.

"Camping as a function of the public school system had its beginning in 1912" says Dr. Marie M. Ready in a bulletin issued by the Office of Education of the Department of the Interior.⁷ "At that time the Visiting Nurses' Association in Dubuque, Iowa, established a summer camp for malnourished school children, and the camp was conducted by that Association in cooperation with the Board of Education of that city . . . Camping for normal children, as a part of the public school system, had its beginning about 1919. At that time Camp Roosevelt was established as a part of the public school system of Chicago, Ill."

In *Camping* for November, 1928, is an article

⁷ Porter Sargent, *Summer Camps* (1935). p. 109.

by B. S. Graves of Highland Park (Michigan) High School, explaining the Highland Park plan. The city owns two camps—Camp Wallace for boys and Camp Wasaquam for girls—at Platte Lake, Honor, Michigan. The Recreation Commission pays 50% and the Board of Education 50% in financing the camp, in addition to a small fee paid by each camper. Full credit is given in the fall for work done at Camp.

Camps are maintained or directed by Boards of Education in six cities: Chicago, Dearborn, La Crosse, Oshkosh, West Allis (Wisconsin), and in Jersey City.⁸

Camps by Other Organizations

Adequate information concerning camps such as the 4-H Club Camps, Y. M. H. A. Camps, Woodcraft Camps, and Church Camps is not available. Extravagant figures of camp enrollments, number of camps, and financial values have been published but are difficult to verify.

Conclusion

The institutional or organizational camps have for years been regarded as places where needy boys and girls could be cared for during the hot summer months at small expense, and while camps of such character have existed for more than five decades, there has been a decided change in the purpose and character of these camps in recent years. They are now recognized as great laboratories where life situations are studied, field work and research work carried on, and serious projects undertaken. Many of the organizational camps have developed camping to a fine art. Some educators have prophesied that municipalities and schools will include camping as a part of their educational program, and thus establish a year-round school project.

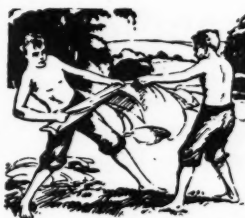
The greatest contribution that organizational camps have made to the camping movement is that of trained leadership and the establishment of standards. Through the holding of institutes, conferences, seminars and discussion groups, the old traditional type of camping is gradually being replaced by a new camp procedure, which calls for individual counseling and guidance in dealing with boys and girls, the abolishment of awards and honor systems, and the introduction of a system for self-improvement, personality enrichment, and individual achievement.

(To be Continued)

⁸ Porter Sargent, *Summer Camps* (1935). p. 110.

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SPECIAL FREE SERVICE



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CASH'S WOVEN NAMES

Camps should require the marking of all personal clothing, linen, bedding, etc., with the owner's name. This is a protection for camps and campers alike—prevents disputes, losses and identifies both wearer and wearables.

For years schools and camps have used and recommended CASH'S WOVEN NAME TAPES for marking because Cash's Names are neat, permanent, safe, economical and known everywhere. Far superior to ink or other marking methods. Wide choice of styles and colors.

Your campers ought to use CASH'S WOVEN NAMES this year—and to help you enforce your requirements, we will send FREE order blanks, wardrobe lists, etc., to your patrons on request. Write for further information.

Trial Offer: Send 15c for 1 dozen of your own first name and sample tube of NO-SO Cement.

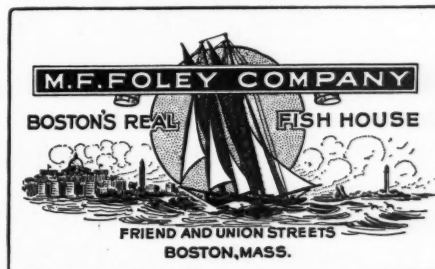
Prices:			
3 doz.....\$1.50	9 doz.....\$2.50	No-So	} 25c a. tube
6 doz.....\$2.00	12 doz.....\$3.00	Cement	

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Will be in Booth No. 1
Georgian Room
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To assist you in the
Solution of your Camp Sanitation
and Sewage Disposal Problems

Municipal Camping
(Continued from Page 8)

out-of-door life, of organization, and good fellowship.

The leaders of our camps are equipped to make the learning of leisure-time pursuits more interesting. The physical equipment is built around the needs of the group. The program offers an unusual opportunity to select and discover interests that should be a source of real pleasure and enjoyment throughout life. This program is built in a very flexible manner around the club idea. While the bird club is out studying bird life, it also studies the kind of tree in which that bird lives, and the wild life on which the bird feeds. Moving along the trail, the wild flower club also learns something of the birds and trees on the way.

The opportunity of learning to swim, of life saving, to ride a horse, first-aid, handcraft, the taking of pictures, the building of camp-fires, and cooking meals in the open, all help to develop spontaneous interests.

The performance of camp duties, learning how to get along with people, learning how to plan and carry out group projects, cooperation and organization are all important factors in character education, citizenship, and culture.

The Oakland camps have always been operated on a pay-as-you-go basis. The trend toward providing the necessities of camp life in a convenient and attractive form at continuously low prices constitutes a unique service to the community. The effort, care, and skill with which these are provided, and the degree to which they are being appreciated by our people, is exemplified by the fact that campers came in such numbers last year that we were forced to close reservations from time to time.

We work in closest harmony with the schools and reach the public by means of contacts through Parent-Teacher Associations, Dads' Clubs, playground groups, and so forth. Our motion pictures of camp activities are used for advertising purposes. The press has always given sympathetic support by means of news articles and editorials. Campers' reunions during the winter months in town serve to perpetuate interest.

The municipal camp relationship to the commercial camp and other organizations located in the same district has been quite harmonious in California. We must be prepared to cooperate in such joint neighborhood enterprises as are reasonably designed to promote the common welfare of both. The policy of being the good neighbor can be maintained and it often serves to guard the interests of both groups.

The federal and state governments are doing much in every part of the United States to make available and to develop large areas of land for public use. The Civilian Conservation Corps Camps are accomplishing great things in opening roads and trails, all of which is a significant trend toward the greater use of these areas by future generations.

A careful analysis of the past years in Oakland leads us to the conclusion that we have not yet reached the saturation point in providing vacation camps for our people. We have not yet discovered an adequate measuring stick for the social values and health values, but we do know that camping is not a casual thing—it is an essential for a well-rounded life.

Driving Safety

(Continued from Page 11)

its inherent power curve. If you cannot trust your driver and yet allow him to drive, you have failed in your duties to your campers. The governor which a good driver carries in his head would be inexpensive at a hundred times the price of the mechanical article.

Last, but still important, do you want your prospective driver as a roving representative of your camp staff? This may seem unimportant at first, but have you ever stood in a town square and looked at the drivers who are usually thought adequate to drive for camps? The reputation of your camp can be badly damaged by a driver who does not consider the effect of his actions on the good name which you have so honestly earned.

If there seems to be an element of heresy in some of this discussion, and if the point of view is one unfamiliar to you, may it not be that because drivers are usually hired by camps to drive and not think, you have never been confronted with a driver's point of view? Whatever your reaction may be, the situation is steadily becoming more nearly acute with regard to this topic, and reason cannot but dictate an attempt to close the door before the horse is stolen.

"What's Happening in the Outside World"

(Continued from Page 20)

Such a forum should not be confused with the religious-education discussion groups conducted in some types of camps. It is a different sort of thing. It deals with current problems confronting society and the nation at the present moment, and covers the same sort of topics handled by any forum of adults.

It is characteristic of adulthood to underestimate the intellectual capacities and intellectual interests of youth. The campers will appreciate the compliment that the forum pays to their intelligence. The discussions are frequently on a surprisingly high intellectual level.

What about the danger of radical views running rampant? A sane leader is the answer to that, as it is in every forum.

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Character Building in Camp

(Continued from Page 5)

he makes an effort to be accessible to the child, holds a sympathetic and understanding attitude, maintains a happy atmosphere, and most of all when he is able to keep an objective attitude toward each child and the camp situation as a whole.

Parents can best help the camp staff by refraining from visiting camp except during visiting hours, by setting an example to their children by abiding by camp regulations concerning them, and most of all by training their children to develop independence and self-sufficiency.

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Subscription Representatives Wanted

(Continued from Page 13)

TABLE NO. 4

**PLACE AND FUNCTION OF CAMP COUNSELOR RANKED
ACCORDING TO PERCENTAGES OF TOTAL ANSWERS**

PLACE AND FUNCTION	Rank Order	Rank Order	Rank Order
	1932	1933	1934
Lead cabin group.....	1	6	5
Instructor in activity.....	2	7	4
Friendly companion in camp program.....	4	1	1
Stimulate and participate in all activities.....	3	3	2
Personal counseling	7	5	3
Example	6	4	7
Create atmosphere for growth.....	5	2	6

What the counselors received from the institute is evident in the foregoing tables. However their own statements are of interest. Table V records them.

TABLE NO. 5

**WHAT I GOT OUT OF THE INSTITUTE RANKED
ACCORDING TO PERCENTAGES OF ANSWERS**

RECEIVED	Rank Order	Rank Order	Rank Order
	1932	1933	1934
Knowledge of child psychology.....	7	6	6
Knowledge of camp movement.....	2	3	7
Practical camping skills.....	1	1	1
Counseling skills	6	7	5
How to tackle problems.....	5	5	4
Knowledge of my job.....	4	4	3
Knowledge of educational philosophy and methods	3	2	2